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The purpose of this study was to determine: 1) the relative importance of personal, practical, and esthetic values as these related to the selection of a portable lamp; 2) the forms of deliberation preceding the purchase of the lamp; 3) the satisfaction with the purchased lamp; and 4) to examine the relationship of values, deliberation, satisfaction, and selected general information relevant to the lamp and its purchase.

An interview schedule was designed by the researcher, pretested, and administered to fifty persons in and around Greenville, South Carolina, who had purchased a portable lamp within six months prior to the interview. The value types included practical, esthetic, and personal values. Other factors studied were husband-wife interaction in the choice, deliberation in the purchase, and satisfaction received from the purchase.

Results of the study revealed that esthetic values were predominant; practical values were strong but secondary to esthetic values. Personal values, as identified by this study, were relatively unimportant to respondents. Esthetic values were predominant among both low and high income groups, among those respondents with a high school education or less, and among those 36 years of age and over. Practical values were dominant among those under 26 years old and with education beyond high school. Deliberation was highest among the younger respondents and among those with more advanced educational backgrounds. In general, respondents had little knowledge of the

practical aspects of the lamp they purchased, such as whether or not it had a reflector, diffuser, or safety seal of approval. Persons who sought information prior to purchase contacted neither teachers nor extension workers. Nearly all of the respondents were satisfied with their purchase and were willing to buy the same lamp again. Over one-half of the respondents were dissatisfied with the availability of portable lamps in the market which met their personal requirements.

VALUES AND OTHER FACTORS WHICH INFLUENCE CONSUMER
" CHOICE OF A PORTABLE LAMP

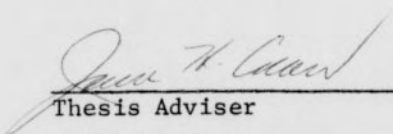
by

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A Thesis Submitted to
the Faculty of the Graduate School at
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Master of Science in Home Economics

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Approved by



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CHAPTER I

INTRODUCTION

A great amount of research has been concerned with the development of technological knowledge to aid individuals in the selection of consumer goods. Much less research has been concerned with understanding how consumers go about selecting particular goods to meet their needs. Judging from literature on residential lighting and contacts with manufacturers and merchandisers of lamps it would seem that the majority of portable lamps on the market are designed primarily for decorative purposes with much less emphasis given to the quality of light produced. Because values influence behavior an analysis of the relative relationship of practical, esthetic, and personal values as they influence consumer choice in the selection of portable lamps would be helpful to designers, manufacturers, and persons in the educational field who are interested in meeting consumer needs and identifying areas for educational emphasis.

Purpose

The study was undertaken by the researcher to identify values and other factors which influence consumer selection of a portable lamp.

Objectives of the study were:

1. To determine the relative importance of practical, esthetic, and personal values as they relate to selection of portable lamps.

2. To determine the kinds of deliberation preceding the purchase of the lamp.
3. To determine the extent of satisfaction with the lamp purchased.
4. To identify any relationship that might exist between values, deliberation, degree of satisfaction, and selected general information relevant to the lamp and its purchase.

Findings were intended to provide information regarding the values which are most important to the consumer, the amount of deliberation, and consumer satisfaction. Manufacturers, educators, and others interested in meeting consumer needs should benefit from this knowledge. Results could serve as a guide for focus of consumer-education programs or as literature for selection of portable lamps.

Limitations of the study were these: 1) names of potential respondents were secured from the files of local retail sales outlets; and 2) the lamp purchase must have been made for the subject's use rather than for a gift.

Definitions of Terms

Subject: a person who had purchased a portable lamp for personal use within six months preceding the interview.

Portable lamp: a lamp which is not part of a permanent fixture and could be easily moved from place to place.

Values: motivating forces which direct consumers to choose and obtain one item from among alternative choices.

Esthetic values: (Es) those values which are primarily determined by visual appearance and appreciation. Esthetic values included aspects of design as line, color, form, style, size of the lamp, achieving harmony of color or line with other furnishings, addition of emphasis or interest, balance and proportion, and visual unity with variety.

Practical values: (Pr) those values which are primarily determined by cost and utilization. Practical values included the cost of the lamp, buying at a mark-down price, maintenance considerations such as minimal upkeep and cleaning, durability, making repairs or replacements, ease of operation, safety, and considerations of quality such as light produced, construction, and functioning of equipment.

Personal values: (P) those values which are primarily determined by self-satisfaction, self-expression, and past association. Personal values included the desire for familiarity with the object such as repeating what one is used to (as done in parents home or the home of others), the need for advice from others as decorators, educators, salesmen, magazine writers, and personal satisfaction anticipated.

Value types: the value types used in this study were practical, esthetic, and personal.

Deliberation: the amount of careful thought and planning given to the purchase of a portable lamp.

Time and place utility: the accessibility of goods at a time and in a place when they are wanted to satisfy human needs or desires.

CHAPTER II

REVIEW OF LITERATURE

Many factors are involved in consumer-choice decisions. The review of literature serves to discuss consumer choice in light of behavior and value theories. Decision-making is analyzed as it functions in choice situations. A review of relevant methodology supports the methods incorporated in this study.

Human Behavior Motivated by Needs

Research in psychology supports the theory that behavior is initiated through needs or pattern of needs. These needs function in motivating the consumer to discriminate when making choices. When the choices concern a consumer product, the product selected is assumed to be one which best satisfies individual needs (48:157).

Grossack has stated that the analysis of consumer actions yields insight into other aspects of life; every product and its use reveals a fascinating psychological complex between the product and the user (19:15-16). McNeal described the consumer role as providing a means of self-expression whereby people relate themselves to others and identify with the world through the process of consumer selections (28:14). Engel reported that research supports the theory that consumers follow logical behavior patterns aimed at relatively clearly defined objectives and that their purchases are not only made on the

basis of product utility performance, but also on the basis of what the product means to the buyer. He stated that the most successful marketing of a product occurs when the qualities of the product are matched to the personality of the consumer (12:43).

In recent years the study of motivation has increased in importance and has supplied a greater volume of information as to the needs, wants, and drives that define consumer actions. Klass emphasized three levels of action: the conscious level incorporating the known reasons for actions, the subconscious level involving known reasons for actions but reluctance of expressions, and the unconscious level comprising those reasons or motives that are unknown to the consumer but are products of the sum total of his history of development (23:69-70). Bayton classified human behavior into three areas: motivation or behavior stemming from all drives, urges, wishes and desires; cognition involving all mental processes as perception, memory, judgment, and thinking; and learning as characterized by a period of time necessary to evidence behavior changes relative to the conditions set by external stimuli (4:77). Needs or motives serve to point the individual in the direction of the possible alternatives of action. The cognitive process functions in the selection of the most desirable alternative in the realization of the goal-object. Learning is reflected in the extent of satisfaction or dissatisfaction received through the gratification of the need.

Values as Bases of Choice

Engel and others recognized values as one of the internal factors which serve to shape individual perception of alternatives for the satisfaction of needs and for the end result of relatively systematic and consistent behavior. Values and attitudes are seen to represent a "system of orientations to one's world which is difficult to change through external influence" (14:31-35). Newcomb perceived values as general orientations and attitudes as specific in relation to individuals or situations. In combination they serve to represent predisposition to perform, perceive, think, feel, and function as a learned direction-set regarding aspects of an individual's life (31:119). Engel and others indicated that values and attitudes, once established, influence perception so completely that they are often extraordinarily resistant to persuasive agents (14:35-36).

The great importance of values in relation to selective perception was reported by Postman and others. Their study found that individuals were sensitive to words which represent important personal values and reacted more quickly to such words than to others (51:142-54).

Values, per se

Williams (42:403-10) stated that values have certain qualities: they are conceptual in nature, separate from emotion, needs, or reflexes, and are abstractions of the sum total of a person's immediate experience; values have the capacity for emotional mobilization; they are reflected in criteria for goal formation and they are vital to decision-making.

Values may refer to evaluations of objects or they may refer to standards for the evaluation of choices in respect to their justification. Values serve to evaluate conceptions of the desirable. Williams suggested several ways of identifying values. There is the possibility of recognizing values through the study of choices; direct observation of spontaneous behavior, witness testimony, self-reporting; or indirect evidences might be ways of collecting data on choices. Values may be evidenced through directions of interest or the attention or emphasis placed on certain things. Values may be expressed through statements or assertions explicitly avowing or disavowing certain values. Written or verbal materials may identify values which can be directly inferred from favorable or unfavorable reactions. Social sanctions, or those things of which society approves or disapproves, may be an evidence of value. The dominance or intensity of values is evidenced by several characteristics: the extent of a value's dominance, or its prevalence in the total system; the duration of a value or its existence over a period of time; the intensity of obtaining or maintaining a value; and the prestige or esteem conferred on a certain value.

Parker believed that value is not found in objects apart from the satisfaction of need or desire. Objects obtain value from the satisfactions met or gained and lose value when they no longer provide satisfaction. Value is seen as existing completely in the inner world of the mind for the sole purpose of realizing satisfaction and should not be confused with the object of interest which merely serves as an instrument through which one realizes values (35:19-20).

Morris discussed values as they relate to function: operational values serve to direct preferential behavior toward one kind of object rather than another; conceived values function to direct preferential behavior to a symbolically indicated (or conceived) object; object values serve in the selection of the desirable behavior even if it is not conceived as preferable (29:10-11).

McKee stated that while the formal study of values may be relatively recent in respect to the history of human thought, the human species is distinctly characterized by the concept of valuation. Values are operative and all pervasive in every aspect of life. Some values may not be stated explicitly, but their presence is found in implicit values and value assumptions (47).

Kluckhohn precisely defined value as "a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of action" (24:395). The element of conception presents value as a logical construct which is not directly observable. He distinguished between what is desired and that which is desirable (the object of desire). He viewed values as "conceptions of the desirable" and the criteria for decision. Values are seen primarily as cultural constructs, but as becoming personally distinctive in private interpretation when functioning. Two operational tests for the presence of value-phenomena were discussed. The first test involved violation of a value evidenced by ego-diminution and expressed by feelings of guilt, shame, and self-depreciation. The second test provided information

concerning directions of interest by indexing values through an analysis of choices (24:395-410).

Some writers see values and beliefs as separate entities. Williams envisioned a value as a standard of preference and a belief as a conviction of reality (42:406). Kluckhohn stated that feelings such as "good", "bad", "right", or "wrong", are attached to values while categories as "true", "false", "correct", or "incorrect" are used in reference to beliefs (24:432).

Perry discussed interest in relation to value. He believed that value may characterize an object to the extent of evoking interest and that although interest may incorporate value it does not always constitute part of it (36:27-28).

At a conference on values and decision-making in home management, Liston stated that "values delineate our horizons as to goals, standards and resources...values delineate the horizons we see in our own situations and environment" (46:62). Goals stem from values and differ in degree of clearness as well as in the values from which they originate.

The Perception of Value in Furnishings

A very limited amount of research has been conducted on the relationship of consumer attitudes to the selection of specific home furnishings. Dorothy Delley reported that while some studies have been made relative to furnishing the home, very little research has reported on consumer selections or factors influencing their selection (56:48).

In a study of values related to the utilization of furnishings, Ramsland found that the selection of home furnishings to be utilized is a personal expression of values communicated in a non-verbal message but capable of verbal expression by the owners. She stated that further study is needed to investigate the value-laden meanings of home furnishings (59). A similar study which investigated design decisions in relation to the choice of general furnishings found practical and esthetic reasons to be the most important to consumers (49:832).

Social Research, Incorporated reported that furniture buying was not an impulsive act but received a great amount of reflection and a great deal of emotional and intellectual involvement; it was a vital concern to women especially. Values concerning furniture purchasing were seen to change in various stages of the life cycle. Younger families placed more emphasis on sensibility and practicality than on style and beauty. At this stage there is the need to maintain a sensible attitude toward money rather than to show preference for beauty and elegance in furnishings. Prime considerations are sturdiness of construction and economy as younger families feel the responsibility to present themselves as responsible and sensible adults. Values shift to the esthetic at the middle-aged period as furniture purchases are centered more around attractiveness than durability (39:287-90).

Malicky, in investigating the design and function of living room table lamps, noted that since sixty percent of home lighting is provided by portable lamps, they play a vital part in the eye comfort of the

family. Since table lamps play such an essential role in fulfilling both the decorative plan and the basic lighting needs, she indicated that it is important to investigate the extent to which they meet the established principles of design as well as the functional aspects of lighting. Findings indicated that design, general appearance, and color were important to the largest number of people while the activity for which the lamp was used, cost, and construction were next in importance. Out of ninety-four families interviewed, only eighteen persons believed that manufacturer's tags were important; sixteen were influenced by magazines or literature. Most families did not realize the lamps were placed improperly, and seventy of the 102 lamps were not suitable for the purpose for which they were used (58:85-88). The researcher pointed out that there is much to be done in presenting adequate information that will reach people.

Decision-making

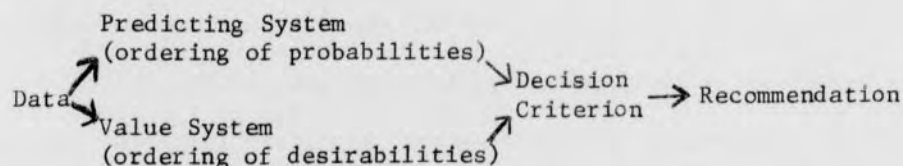
Values are essential to the decision-making process. Satisfaction from decisions is based on values; value choices are made with respect to standards or goals. Decisions are often made in terms of emotions which values influence; emotions appear to dominate behavior (46:66-67). Ester and C. A. Bratton re-emphasized the role of values in decision-making in stating that goals and values are the guides for decisions; and if they are not clear, the decision will be handicapped (45:29). Values motivate decisions and decisions implement values (18:63).

Barnard defined decision-making as a logical process of discrimination, analysis, and choice regardless of the underlying reasons or faulty factual basis. He spoke of the environment of decision as characterized by two factors: purpose and all else, the latter of which encompasses the physical and social world, external things and forces, and circumstances of the moment. Decision serves to regulate the relations between these two factors either by changing the purpose or by changing the environment (3:185-94).

Decision-making is actually a five-step process consisting of (1) defining the problem; (2) seeking alternative solutions; (3) thinking through alternatives; (4) selecting alternatives; and (5) accepting the responsibility for the decision (18:65). The problem must be clearly defined if the decision is to have satisfactory results. Many alternative solutions should be thought through; ideally all possibilities should be thought through. The Brattons pointed out that the role of knowledge, both broad and deep, in decision-making cannot be underemphasized. In order to seek alternatives there must be a certain amount of knowledge about the alternatives, and a knowledge of consequences is necessary in order to think alternatives through (45:32). Each consequence of each alternative must be thought out separately. Time is required, but taking too much time may decrease the effectiveness of decision-making. There is an element of chance in choosing one alternative, and this chance factor depends greatly on the external stimuli present at the time the decision is made. Responsibility for the decision must be accepted by the decision-maker. Satisfaction from

this process is the result of personal fulfillment evidenced when a good decision has been made (60:69).

Bross has constructed a block diagram for the decision-making process. In the first step information of all kinds of actions is fed into the Predicting System which provides for the decision-maker a list of the possible outcomes. At the same time possible actions are fed into the Value System giving qualities of desirability to the potential outcomes. These steps order the desirability as well as the probability of the outcomes. A Decision Criterion is applied and a recommended course of action emerges (7:29).



Not all actions are the result of decision processes. Barnard pointed out that many acts of individuals are merely responses to conditions of the environment and no process of decision is evidenced (3:200). Gross and Crandall stated that action sometimes stems from habitual behavior which is the result of unconscious behavior. Conscious processes are necessary for true decision-making situations (18:64).

In a paper presented to the State Home Economics Extension Staff, Crow emphasized the importance of mental activity in decision-making processes. She stated that decision-making cannot be set apart from mental activity and whenever decisions have been made there has been

an opportunity for choice between at least two alternatives. The closer the attractiveness of alternatives the more difficult is the choice. There is always a risk factor involved, but the more knowledge accumulated about the choice situation, the less risk there is (54).

Decisions are related and can be thought of as forming chains; as one decision is made and acted upon, the situation is altered and the need for a new decision often is created. This operation is termed the self-perpetuating nature of decisions (54). Steckle further pointed out that decisions occur in series; one following the other. A decision is not the result of an isolated event, rather of many events going on at the time the decision is made (60:68).

Decisions can be made rationally, non-rationally, or extra-rationally. Rational decisions involve objective exploration of many alternatives, thinking each through, predicting the outcome, and evaluating projected outcomes in the light of existing facts. Non-rational decisions are not based on the careful steps of rational choices. Extra-rational thinking goes beyond the rational stage to subjectively involve one's beliefs, feelings of people, intuition, and imagination. Extra-rational decision-making is prevalent in choices which involve emotional satisfactions (54:8-9).

Davis pointed out that decisions may be characterized by their decisiveness, deliberateness, or indecisiveness. Decisive decision-makers have the ability to make decisions easily and arrive at clear solutions. Deliberate decision-makers may be characterized by the ability to make decisive decisions in day-to-day decisions while

deliberating in most other choices. Indecisive decision-makers are those who constantly change their minds about the right choice (55:2). The Brattons believe that the reason for indecisiveness is the inability to make decisions. They stated several reasons for this inability: lack of acceptance of economic or personal responsibility; uncertainty of the future or unknown factors; and lack of clarity about the relative importance of decisions or confusion as to how much time and thought to give each (45:28-29).

Methodology

Only in recent years have the social sciences focused effort on the techniques for measurement and quantification (15:387). While attitudes, values, and motives are worthy of scientific investigation, they are not susceptible to measurement. Lazarsfeld and Rosenberg stated, "It is only when they find expression in behavior that they yield to quantitative analysis" (26:35).

Festinger and Katz reported that attitudes, perceptions, and behavior have been successfully collected by means of the interview technique. They stated that any method other than the interview or questionnaire methods would involve an uncertain process of deduction and inference, as such information is inside the person and he alone is capable of communicating it (15:329-30). Selltitz, Jahoda, Deutsch, and Cook have recognized some decided advantages of the interview method. All segments of the population, even if illiterate, can be studied by interviewing. People are often more cooperative in a study where they are only required to talk, not write. This technique allows for more

flexibility as questions can be repeated or rephrased if the respondent does not understand. The interviewer has an opportunity to check on the validity of the responses by the way the response is given; he might question contradictory statements. The permissive atmosphere of the interview permits freedom of expression which is best when probing emotionally laden topics or revealing the sentiments behind expressed opinions. When socially disapproved topics are discussed the researcher has the opportunity of creating an atmosphere which best allows the respondent to express his thoughts and feelings (38:235). Hyman, Cobb, Feldman, and Stember agree that the interview is effective for the collection of such subjective data as records of values, goals, or desires. They indicated three further advantages of this method: later questions in the interview schedule can be hidden from the respondent and have no effect on the answers to earlier questions; the interviewer has the opportunity of amplifying questions if necessary and may persuade the respondent to answer questions which he might ordinarily skip; and the respondent's behavior can be observed under natural conditions (21:15-16).

Although the interview is a very effective tool for the behavioral scientist there are a few limitations. There is the possibility of unconscious bias if the information sought were destructive or threatening to the respondent's ego. Another limitation is the respondent's inability to provide certain types of information; however, Festinger and Katz further added "...much experience in recent years indicates that such limitations on interview subject matter are not to be rigidly assumed" (15:331).

Robin Williams suggested the possibility of studying values through the study of choices (42:403) as did Kluckhohn and others who stated: "The study of choice-behavior seems to offer the nearest approach to a research method uniquely adapted to the study of values" (24:408). Straus further stated that since value orientations structure the decision-making process, value measurement constitutes a vital part of the conditions necessary to measure the decision-making process (44).

The forced-choice technique refers to a measurement situation in which a respondent is forced to make a selection from equated alternative beliefs or modes of behavior. These choices reflect values; value concepts incorporate judgments of worth, often in terms of normative standards. Straus focused on several decided advantages of the forced-choice technique. It allows for the measurement of values in terms of choice. The possibility of "response-set", the tendency of some respondents to answer either yes or no, is eliminated. Furthermore, this technique seems to arouse less resistance than the same questions asked in the yes-no or intensity-of-agreement format. Respondents are not able to give a positive response to all items with this technique. Since the forced-choice technique specifies the content of the decision, it actually controls varying definitions of the situation. This technique is especially good for situations requiring very brief periods for testing (44:2-6). Noll stated that the forced-choice technique reduces the possibility of the respondent slanting

responses in his favor. If both choices are equally favorable or uncomplimentary, there is less chance of his faking a response (34:335).

Leonard found that the forced-choice technique was more valid in the study of four personality traits than the questionnaire method. He found that validity on the upper end of the scale increased as a result of the increased validity at the lower end of the scale (50:411-12).

Sax defined choice or ordering techniques as those which require that subjects select and rank alternatives presented to them into some order which corresponds to a given criterion (37:253). McCormick and Francis stated that when no ready measure of variables exists, it may be highly desirable that the instances of occurrence be arranged in order of quantity (27:78). The possibility of unlimited response is absent with the choice or ordering technique; however, scoring is much easier than with less structured techniques.

Selltiz, Jahoda, Deutsch, and Cook noted that the rank ordering technique makes it possible to make distinctions of degree rather than of quality (38:344). Ackoff stressed the importance of scale construction which begins with meaning or definition rather than with mathematics; the usefulness of a scale depends upon the ability to define the property which is scaled (1:72-74).

CHAPTER III

PROCEDURE

It was of interest to the researcher to investigate selected areas of influence in consumer choice of a portable lamp. The procedure for this study included: 1) the selection of values which might influence consumer choice and other factors relevant to the purchase of a portable lamp; 2) the design of an interview schedule to identify these values; 3) panel reaction to the schedule before pretesting by personal interviews and the final administration to fifty subjects; and 4) the coding of data and its analysis by frequency counts, percentages, and selected comparisons.

Selection of Values and Other Choice Factors

Three value areas were selected for study; they were practical, esthetic, and personal values. A study by Florence H. Forst provided information on the three value areas used as well as workable definitions for each of the values (49). Practical values were those values related to cost and utilization; esthetic values were those related to visual appearance and appreciation; personal values were those related to self-expression, self-satisfaction, or past association. Consumer behavior literature was the basis for the selection of other choice factors for identification. These included deliberation in the purchase decision, husband-wife interaction in the choice, and the amount of satisfaction derived from the purchased lamp.

Design of Interview Schedule

An interview schedule was designed by the researcher to identify selected values and factors which influence consumer decision-making in the purchase of a portable lamp. The schedule was designed to include basic characteristics of respondents, value identification, and factors relevant to the purchase and evaluation of the lamp chosen. General information sought included marital status, age, respondent's and spouse's respective occupations, educational background, and income level; the researcher wanted to investigate the relationship between these characteristics and respondent value preferences as well as the amount of deliberation evidenced.

The three value areas chosen for study (practical, esthetic, and personal) were identified by paired comparisons, forced-choices, and rank ordering. In the three paired comparison items each value type was compared twice with the other two value types. The nine forced-choice value statements employed for value identification gave an equal number of possible chances for each value to be chosen. The relative strength of each of these value statements was not known.

Two rank-ordering schemes were used: one was a listing of eight phrases, each reflecting a certain value, which the respondent ranked according to preference; the other was a twenty-one item list of value-laden words and phrases. In both rank-ordering schemes the three value areas were unequal in the number of times mentioned. The listing of the twenty-one value-laden words and phrases included: the practical values evidenced in ease of cleaning and care, durability,

sturdiness, ease of parts replacement, ease of operation, safety considerations, service function, quality of light, construction, and cost; esthetic values evidenced in style, color, shape, size, the desire to create esthetic harmony, illusions, or various moods or themes; and personal values evidenced in personal satisfaction anticipated, the need for advice from people or literature, and the desire for a lamp like one seen in the home of another person.

Respondents were asked to choose the three most important and the three least important of the twenty-one items. The researcher found that personal values were not well-defined in literature consulted; and, therefore, were more difficult to extract and then identify.

To strengthen the validity of value identification in this study a check-list of twenty-one factors which could influence the actual choice of the portable lamp was incorporated. (These were the same twenty-one value-laden words and phrases which were later rank-ordered.) Since these answers reflected values, they were coded as to practical, esthetic, or personal value oriented.

Deliberation was a factor studied. Deliberation in the purchase-decision was identified by questions about the length of the planning period before purchase, looking in several stores, reading relevant literature, comparing price ranges and gathering information on good lamp "buys", comparing between manufacturers or models, the number of features considered, and seeking information on quality. A five-point deliberation scale was developed from answers to questions concerning: actual time spent in planning; whether or not time was

spent in searching for the lamp; preconceived ideas of the purchase; sources of pre-purchase shopping; and comparative shopping. Each factor was of equal weight providing a range of scores from zero to a maximum of five.

Other relevant information relating to the purchase was sought. This included: sources of information consulted; type of lamp purchased; reason for purchase; husband-wife interaction in the decision to buy; timing for the purchase; type of sales outlet; by whom the lamp was purchased; and price of the lamp.

Free-response questions were included to identify what respondents thought to be the most important feature of the lamp purchased and also the subject's favorite lamp feature. Since these answers reflected values, they were coded as to the three value types under study. An example of an actual subject response to one of these free-response questions and subsequent coding follows:

Question: "What was there about the lamp that you liked best?"

Response: "The Spanish design."

Value code given: Esthetic.

The researcher was interested in what specific lamp features the respondent was aware of. A check-listing of eleven lamp features was devised for this purpose. These features reflected either esthetic or practical values and responses were coded accordingly.

Satisfaction after use of the lamp was evaluated on a six-point scale and through open-end questions. Respondents were given an opportunity to comment on their satisfaction with the portable lamps offered by manufacturers in the market.

A panel of five judges among faculty in the areas of home management, residential lighting, and home furnishings critically evaluated the schedule giving particular attention to value statements and types. After the schedule was revised for clarity it was pre-tested by personal interviews with six subjects. No content revision seemed necessary after the pretesting, only spacing on pages was changed for ease of administration.

Administration of Schedule

Forms were left in the lamp department of appliance, furniture, department, and second-hand stores, in gift and specialty shops, and in trading-stamp outlets for distribution to customers requesting participation in the study. There was no response to this approach. Names of potential respondents were secured from the files of retail sales outlets and from persons interested in the study. These potential respondents were contacted by telephone and appointments were made for interviews.

The interview schedule was administered by the researcher to fifty subjects in and around Greenville, South Carolina, in the latter half of 1970, primarily in the summer. The time required for the interview was approximately twenty-five minutes. A copy of the schedule appears as Appendix A.

Analysis of Data

All responses were coded and recorded on tabulation sheets. Frequency counts and percentages were indicated for all answers on the

interview schedule. All major categories were reported directly and selected ones were used in making comparisons. All tabulations and analyses were done by the researcher.

The researcher wants to emphasize the fact that the findings of the study are applicable only to the group studied. The interview schedule, while valuable in obtaining information for this study, has inherent weaknesses. There may be differences in relative strength of value statements included, and there were fewer opportunities for personal value-type identification than for those esthetic and practical.

CHAPTER IV

FINDINGS

Findings are discussed under the following headings: description of respondents; description of lamps; values; factors influencing choice; factors found in purchased lamps; values by income level, age, and educational background; deliberation; the purchase; lamp features; and evaluation of the product.

Description of Respondents

Forty-eight of the fifty subjects were women and thirty-five of the respondents had either full or part-time occupations outside of the home. Among the latter group thirteen were in the professional and technical labor force; fourteen were homemakers without outside occupation, and eight were clerical workers. Over two-thirds of the group were married. Slightly over one-half of the spouses were engaged in the professional and technical labor force or operative and kindred work; slightly less than one-fourth were craftsmen, foremen, and kindred workers (Appendix B).

Four classifications of age ranges were used. Twenty-seven of the respondents fell in the 25 year and under group; fourteen were 26-35 years old; six were 36-55 years old while the remaining three were 56 years or older (Appendix B).

Highest education completed ranged from grade school to graduate school. Twenty-nine of the respondents completed education beyond high school; only seven terminated their education with grade school.

Two classifications of income were utilized. Thirty of the subjects had family incomes after taxes of less than \$7500 (Appendix B).

Respondents purchased their lamps among several types of retail outlets. Forty-three purchases were made at either furniture or department stores (Appendix B).

Description of Lamps

The lamps purchased varied in type from the table variety to the portable hanging lamp. The greatest percentage was table lamps (72 percent) with floor lamps second in frequency (22 percent). All but two of the purchases were new products which ranged in cost from \$3.60 to \$100. Nearly one-fifth of the lamps had been sale items and in these instances respondents indicated that this was a major motivational factor in the purchase.

Values

The value areas selected for study were practical, esthetic, and personal in nature. Practical values included the cost of the lamp, buying at a mark-down price, maintenance considerations such as minimal upkeep and cleaning, durability, making repairs or replacements, ease of operation, safety, and considerations of quality such as light produced, construction, and functioning of equipment. Esthetic

values included the following aspects of design: line, color, form, style, size of lamp, achieving harmony of color or line with other furnishings, addition of emphasis or interest, balance and proportion, and visual unity with variety. Personal values included the desire for familiarity with the object such as repeating what one is used to (as done in parents home or the home of others), the need for advice from others as decorators, educators, magazine writers, or salesmen, and personal satisfaction anticipated.

A collective tally of responses to three paired comparisons and nine forced-choice items identifying values indicated that esthetic values were first in importance, followed by those of a practical and personal nature. A tally by individuals had identical results. (Incidence of collective responses were 221, 210, and 178 respectively). Subsequent data verified this sequencing of relative importance.

To increase validity of value identification, two rank-order situations were included. In one, respondents were asked to rank-order statements which were indicative of values under study. Results evidenced esthetic values as predominant, whereas those practical in nature followed closely; personal values were of minor importance to the respondents in this study (Table 1). The other value-ranking situation required respondents to rank the three most important and three least important of a twenty-one item list of value-laden words or phrases which could influence choice of a portable lamp. These factors were given value codes (esthetic, practical, and personal) for comparison with the paired comparison and forced-choice value items

TABLE 1

Frequency of Value Type by Rank Order* (N=50)
(most to least important)

Rank	Esthetic	Practical	Personal
1	26	24	0
2	28	21	1
3	28	20	2
4	25	21	4
5	21	28	1
6	12	29	9
7	5	3	42
8	<u>5</u>	<u>4</u>	<u>41</u>
Total	150	150	100

*Total of responses equals 400

and the specific value rank-order statements. A rank ordering among those twenty-one value-laden words and phrases indicated that practical values were first in importance and esthetic values were second; personal values were of minimal importance (Table 2). However, when the three most important values were tallied regardless of rank, esthetic values predominated. There was no patterning of first, second, and third rank responses nor in the nineteenth through twenty-first rank responses.

TABLE 2

Three Most Important and Three Least Important Factors
Among Twenty-one Having Projected Influence on Purchase
of Lamp by Value and Frequency (N=50)

Rank	Value	Frequency
Most Important		
1. Cost	Practical	25
2. Color	Esthetic	16
3. Style	Esthetic	15
Least Important		
19. Ease of operation	Practical	15
20. Advice from people or printed matter	Personal	18
21. Like one seen else- where and liked	Personal	20

Factors Influencing Choice

Along with the rank ordering, respondents were asked which of the twenty-one factors actually influenced their choice in the purchase of a portable lamp. The three most frequently cited choice factors revealed that those esthetic in nature were the most influential (Table 3). None of the practical considerations were among the top three influences on purchase. The most frequent choice-influencing factor was style, mentioned by forty-eight of the respondents. Anticipated personal satisfaction and size of lamp were mentioned with equal frequency (forty-seven times) as important factors in choice of a lamp. Forty-six of the respondents indicated that color was an influencing factor. The esthetic factors of shape and the desire to create an esthetic harmony influenced forty-five and forty-three respondents respectively. Cost was an influencing factor to thirty-eight of the subjects. Quality of light produced influenced only thirty-three respondents; safety was an influencing factor to only twenty-four. Little difference in frequency occurred until after the sixth rank.

Personal, practical, and esthetic values were all among those lowest in incidence in influencing the choice of a portable lamp. The ease of replacing a part if damaged was of least importance. Ten of the respondents said that advice, whether from people or printed material, was a factor in influencing their choice while an equal number stated that the personal factor of having seen a similar lamp elsewhere and liking it influenced their choice. Thirteen of the

TABLE 3

Factors Influencing Actual Lamp Choice by Value
and Frequency of Response (N=50)

Factor	Value*	Frequency
Style	Es	48
Size	Es	47
Personal satisfaction anticipated	P	47
Color	Es	46
Shape	Es	45
Desire to create an esthetic harmony	Es	43
Function of lamp	Pr	42
Quality of product	Pr	42
Cost	Pr	38
Durability	Pr	35
Quality of light produced	Pr	33
Desire to create an esthetic theme or mood	Es	30
Sturdiness	Pr	29
Versatility	Pr	29
Safety	Pr	24
Ease of operation	Pr	14
Ease of cleaning and care	Pr	14
Desire to create an esthetic illusion	Es	13
Like one seen elsewhere and liked	P	10
Advice from people or literature	P	10
Ease of parts replacement	Pr	8

*P, Pr, Es are abbreviations for Personal, Practical, and Esthetic values.

respondents were influenced by the desire to create an illusion such as changing the size or proportion of the area, altering the quality of light in the area, or to hide some unattractive feature; fourteen respectively were influenced by ease of operation and ease of cleaning and care.

Factors Found in Purchased Lamp

Respondents were asked which of twenty-one selected characteristics were found in the purchased lamp. Each of the value types under study were included among those of the highest three ranks (Table 4). There was little difference in frequency of responses in the upper-ranking nine factors found in the purchased lamp.

Personal factors were lowest in frequency among those found in the purchased lamp. Only three of the respondents believed that their purchase was like one seen elsewhere and liked, while four replied that their purchase was the result of advice from people or printed material. Next among the low-incidence factors was the desire to create an esthetic illusion, an esthetic value.

Values by Income Level, Age, and Educational Background

The interviewer was interested in the relationship of dominant values to the respondent's income level, age, and educational background.

In both income groups, those under \$7500 and those \$7500 and over, esthetic values were predominant (Table 5). In the lower income group two respondents had family incomes under \$4500. One of these

TABLE 4

Factors Found in the Purchased Lamp by Value
and Frequency of Response (N=50)

Factor	Value*	Frequency
Ease of operation	Pr	49
Style	Es	49
Shape	Es	49
Size	Es	49
Personal satisfaction anticipated	P	48
Color	Es	48
Cost	Pr	48
Function of lamp	Pr	48
Safety	Pr	47
Quality of light produced	Pr	44
Durability	Pr	43
Quality of product	Pr	42
Desire to create an esthetic harmony	Es	41
Versatility	Pr	40
Ease of cleaning and care	Pr	40
Sturdiness	Pr	34
Desire to create an esthetic theme or mood	Es	33
Ease of parts replacement	Pr	19
Desire to create an esthetic illusion	Es	15
Advice from people or literature	P	4
Like one seen elsewhere and liked	P	3

*P, Pr, Es are abbreviations for Personal, Practical and Esthetic values.

TABLE 5

Dominant Values by Income Level, Age, and Education Completed

Dominant Values	Income Level		Age				Education Completed		
	Under \$7500	\$7500 and over	25 and under	26-35 Years	36-55 Years	56 and Over	Grade School	High School	Beyond High School
Practical	14	6	15	4	1	0	2	3	15
Esthetic	16	14	12	10	5	3	5	11	14

indicated practical values as dominant, the other esthetic values.

A comparison of dominant values by age showed that nearly fifty-six percent of the respondents under 26 years old held as their predominant values those practical in nature. In each of the other age categories, esthetic values were dominant (Table 5).

When dominant values were compared by education completed, almost three-quarters of the respondents having only a grade school background and over three-quarters of those having a high school education held predominant those values that were esthetic in nature. Over one-half of the respondents having an education beyond high school held as predominant values those practical in nature (Table 5).

Deliberation

Respondents were asked several questions pertaining to deliberation in the choice of a lamp. For the purposes of this study, deliberation included length of planning period, time spent in seeking the lamp, amount of family discussion, consideration of alternatives to the purchase, a preconceived idea of the lamp's appearance, looking in several stores, reading relevant publications, seeking information on good "buys" and comparing price ranges, comparing between manufacturers or models, and seeking information on quality, performance, special features, or style.

Almost one-half of the respondents had actively planned to buy a portable lamp for at least several months prior to the actual purchase (Table 6). An equal number, eight persons, either planned to buy for

TABLE 6

Time Lapse Between Planning to Purchase
and Actual Purchase (N=50)

Time Lapse	Number of Respondents
More than a year	8
Months	24
Weeks	7
Days	3
None (immediate purchase)	8

more than a year prior to the purchase or had not planned ahead at all. Ten actively planned for several weeks or for several days before the purchase. Two-thirds of the respondents had a preconceived idea as to what they wanted the lamp to look like before purchase.

Respondents were questioned as to sources for shopping (Table 7). Thirty-four subjects looked in stores; three respondents looked in as many as ten stores (Tables 7 and 8). Twenty-two of the subjects chose to look in trading-stamp catalogues and twenty used newspapers for shopping information and ideas. None of the respondents interviewed had consulted reports of testing agencies. A majority of those who compared prices, styles, or types did so in three to five stores (Table 8).

An attempt was made to determine what sources of information or advice were sought by the lamp consumer. Once this information was recorded the respondent was asked to what extent she was influenced by

TABLE 7

Sources for Pre-purchase Shopping (N=50)
(multiple responses)

Place	Number
Stores	34
Trading-stamp catalogues	22
Newspapers	20
Magazines	12
Mail-order catalogues	8
Retailer lamp catalogues	6
Reports of testing agencies	0
No Response	14

TABLE 8

Number of Stores Used for Pre-purchase and Comparative
Shopping (N=50)

Number of Stores	Frequency of Use
0	16
1	3
2	3
3	4
4	6
5	6
6	5
7	1
8	2
9	1
10	3

the source--whether little, moderate, or much. Approximately one-third of the respondents indicated that they were not influenced by sources of information or advice. Among the responses indicating information or advice, family members, either parents or other relatives, were cited as a dominant source; this source influenced the respondents either little or much (Table 9). Friends, sales personnel and interior designers were equal in importance as sources of information and there was little difference in the extent of influence among any of these. It is interesting to note that neither teachers nor extension workers were utilized as a source of information or advice among these particular subjects, so they had no recognized influence.

The female respondent actually made the decision to buy in thirty of the purchases while males did so in five; thirteen of the purchase decisions were made jointly by husband and wife. Only two respondents revealed that some other person, such as a roommate, made the decision to buy.

The various deliberation items were grouped into five categories in order to establish a deliberation score as described in the chapter on procedure. A majority of the respondents in this study was considered a high deliberating group, indicating scores of four or five (Table 10). The deliberation score was compared to the income level, age, and to the educational background of the respondent. An equal proportion of high deliberation respondents were in the under \$7500 and \$7500 and over income categories. The younger respondents, 25 years and under, rated higher on deliberation than did those who were

TABLE 9

Sources of Information or Advice by
Extent of Influence (N=50)
(multiple responses)

Sources of Information or Advice	Total of Responses	Extent of Influence		
		Little	Moderate	Much
Family Members Parents and other Relatives	21	8	4	9
Friends	8	3	3	2
Sales Personnel and Interior Designers	8	3	2	3
Magazines and other Printed Matter	5	2	0	3
Teachers or Extension Workers	0	0	0	0
Other	0	0	0	0
Consulted no Source	16	0	0	0

TABLE 10

Deliberation Scores by Income Level, Age, and Education Completed

Deliberation Scores*	Income Level			Age				Education Completed		
	Total	Under \$7500	\$7500 and Over	25 and Under	26-35 Years	36-55 Years	56 and Over	Grade School	High School	Beyond High School
5	20	10	10	11	6	3	0	1	5	14
4	9	5	4	5	1	1	2	2	3	4
3	5	4	1	4	1	0	0	0	1	4
2	8	6	2	4	3	1	0	1	4	3
1	5	3	2	3	1	1	0	3	0	2
0	3	2	1	0	2	0	1	0	1	2

* 5 indicates highest score

older; almost eighty percent of the high deliberators were under thirty-six years in age. Other research studies support this finding by indicating that young families tend to be very concerned about getting the best quality item for the dollar spent (36). There was evidence that more deliberation occurred at the higher education levels. Among the high deliberators over two-thirds received education beyond high school.

The two most dominant value categories, practical and esthetic, were chosen for comparison with deliberation. It was found that nearly fifty-nine percent of respondents having highest deliberation scores (four and five) held as dominant values those esthetic in nature whereas all others held those practical in nature (Table 11). Respondents having the lowest deliberation scores (zero and one) held esthetic and practical values equally prominent.

TABLE 11
Dominant Values by Deliberation Scores (N=50)

Dominant Values	Deliberation Scores*					
	5	4	3	2	1	0
Practical	9	3	2	3	3	1
Esthetic	11	6	3	5	2	2

*5 indicates highest score

The Purchase

Basis for decision on the purchase of a portable lamp was that of the need of an additional lamp in eighty-six percent of the cases. A very small percentage of the respondents bought in order to replace an old lamp. Practical value aspects were dominant for reasons for purchase; only one person cited a personal factor as the purpose for purchasing.

Female respondents were responsible for the actual purchase in forty-one of the cases; males in eight. In only one instance did both partners make the purchase.

Only five of the purchases had a dual purpose. Night lights were found in three lamps and two had attached tables.

Three categories were established to determine the time required to find the lamp after the respondent began to shop. A little over one-third found the product almost immediately while thirty-eight percent of the subjects required a few hours to a few weeks to select it. The rest required several months to more than a year to find the lamp. These latter respondents may not have been decisive in making a choice, thus wasting time in the purchase. Data collected did not distinguish between deliberation and indecisiveness.

Reasons for purchase at the particular time fell into five categories: need, time and place utility, sales, availability of money, and other reasons (Table 12). A relationship between the time required to find the lamp after starting to shop for it and the reason for the purchase at a particular time was established. Some respondents

TABLE 12

Time Spent in Shopping by Reason for Time of Purchase (N=50)
(multiple responses)

Time to Find After Starting to Shop	Reason for Purchase Time				
	Need	Time and Place Utility	Sale	Money Available	Other
Almost immediately	8	6	4	1	2
Few hours to a few weeks	18	0	2	1	0
Months to more than a year	10	4	2	3	0
Total	36	10	8	5	2

gave multiple reasons for purchasing at a given time. Need proved to be the primary factor for the time of purchase followed by time and place utility. One-half of those responding to need as a reason for time of purchase found the lamp within a few hours to a few weeks after starting to shop. Sales were not an important reason for time of purchase; however, one-half of those buying at a sale bought the lamp almost immediately after beginning to shop for it. Among those citing time and place utility as a reason for time of purchase, sixty percent found the lamp almost immediately. Having the money available at a particular time was not an important factor; over one-half of those who gave this response took from a few months to more than a year to shop for the lamp purchased.

Time required to find the lamp after starting to shop for it was compared to the price paid for the product (Table 13). One-half of the lamps purchased cost up to twenty dollars; thirty-six percent ranged in price from twenty-one to forty dollars. Among those lamps costing up to forty dollars approximately eighty percent were either purchased immediately or from a few hours to within a few weeks after shopping began. Respondents appeared to have spent more time in shopping when a higher priced lamp, costing from forty-one to one-hundred dollars, was considered and purchased.

TABLE 13

Time to Find after Starting to Shop
by Price of Lamp (N=50)

Time to Find after Starting to Shop	Price of Lamp		
	\$1-20	\$21-40	\$41-100
Almost immediately	9	6	2
Few hours to a few weeks	10	8	1
Months to more than a year	5	4	5
Total	24	18	8

Lamp Features

An effort was made to determine respondent knowledge of the purchased product. (Respondents were not allowed to view the lamp while recalling specific features about it.) Features most familiar to the subjects were esthetic in nature. Lamp features unknown fell mostly in the area of the practical aspects (Table 14). The least

TABLE 14

Lack of Knowledge of Lamp Features (N=50)
(multiple responses)

Lamp Feature	Number of Negative Responses
Diffuser	46
Reflector	34
UL or BLBS seal	33
Material of base	15
Standard or mogul bulb size	14
Material of shade	8
Single or 3-way switch	7
Decorative ornament	6
Approximate height	5
Shape	2
Color	0

known practical lamp feature was the diffuser. Over two-thirds of the respondents were unfamiliar with a reflector. Lack of knowledge of a quality seal of approval, as Underwriter's Laboratories (UL) or Better Light Better Sight (BLBS), was evidenced with two-thirds of the respondents. Approximately one-third displayed no knowledge of the material of the base; slightly over one-quarter of the subjects did not know whether the lamp used a standard or mogul base bulb. One-tenth were unfamiliar with the approximate height of the lamp. The low incidence of negative responses to esthetic features is understandable in light of the fact that esthetic values were dominant throughout the study.

Respondents were questioned as to the most important feature of the lamp and their favorite lamp feature. Answers were coded according to the values under study. Owners expressed esthetic value aspects as the most important lamp feature in nearly two-thirds of the cases; personal aspects were not cited (Table 15). Many respondents gave

TABLE 15

Dominant Values by Most Important Feature
and Favorite Lamp Feature (N=50)

Dominant Values	Most Important Feature	Favorite Feature
Esthetic	31	42
Practical	19	8

the same response for their favorite lamp feature as for its most important feature. Eighty-four percent of the respondents held as favorite features those esthetic in nature while the remainder chose those which were practical.

Evaluation of Product

Forty-three respondents were completely satisfied with their purchase. Five of those dissatisfied held practical factors as reasons for lack of complete satisfaction. Only two subjects indicated that dissatisfaction was due to esthetic factors.

When asked if they would purchase the same lamp again forty-six persons answered in the affirmative. Of the remaining four who would not make the same purchase again, only two gave practical reasons for that decision; one person stated that an esthetic factor was responsible. The other indicated that the price was right but the lamp was not what she had wanted; thus a personal value factor motivated her dissatisfaction.

The investigator was interested in determining the respondent's own view of the construction quality and light-giving quality of the lamp. Over one-half of the respondents indicated that the quality of light produced was excellent, over one-third rated it good, and only one respondent categorized it as poor. One-half of the respondents considered construction quality excellent and nineteen respondents rated it as good; only two persons said that their lamp was of poor construction.

Respondents were asked if they were satisfied with the variety of portable lamps on the market that met their particular requirements.

Slightly over one-half said that the market did not meet their particular needs. Reasons for their negative responses fell mostly in the area of the esthetic. Many thought that there was little choice in design available; only six subjects indicated that practical reasons motivated their answer.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

Very little research has been done in the area of consumer choices in portable lamps. Information of this nature should be helpful to educators, manufacturers, interior designers, and others interested in meeting the wants and needs of the consumer in the area of adequate lighting. This study was undertaken to determine: 1) the relative importance of personal, practical, and esthetic values as these relate to selection of portable lamps; 2) what forms of deliberation preceded purchase of the lamp; 3) satisfaction with the lamp purchased; and 4) to examine the relationship of values, deliberation, satisfaction, and selected general information relevant to the lamp and its purchase.

Data were secured by a pretested interview schedule administered to fifty portable-lamp purchasers in and around Greenville, South Carolina. Subjects had made the lamp purchase for their own use within six months of the interview.

Limitations of the study were these: names of potential respondents were secured from the files of retail sales outlets and the lamp purchase must have been made for the subject's use rather than for a gift. The group studied was relatively homogeneous and findings are representative of this group only.

The value areas selected for study were practical, esthetic, and personal values. Other factors studied were deliberation in the purchase decision, husband-wife interaction in the choice, and satisfaction received from the purchase.

Frequency counts and percentages were reported for all items on the interview schedule. All major categories were reported directly and the following comparisons made of selected data: dominant values by the respondent's income level, age, and education completed; dominant values by the lamp's most important feature and the respondent's favorite lamp feature; deliberation scores by respondent income level, age, and education completed as well as by dominant values; time spent in shopping by reason for the time of purchase and by the price of the lamp; and sources of information or advice by the extent of influence.

All but two of the subjects interviewed were female and over eighty-two percent of the respondents were under thirty-five years of age. The larger proportion of respondents were in the under \$7500 income bracket and over one-half had completed education beyond high school.

Respondents made lamp purchases in various types of stores; the majority, however, were purchased at furniture and department stores. Most of the lamps were either table lamps or floor varieties ranging in price from \$3.60 to \$100.

Practical, personal, and esthetic values were studied in relation to lamp purchases. Paired comparison, forced-choice, and

rank-order items were designed to identify selected values. Esthetic values proved to be consistently dominant; practical values were strong, but secondary to esthetic. Personal values were very rarely chosen and for this reason much of the discussion of findings relates only to the two dominant value types, practical and esthetic. The low incidence of personal values may be due to the fact that personal factors were very difficult to isolate and were not as easily defined as were those practical or esthetic. Esthetic factors which influenced choice in a projective situation were lamp color and style. The least important esthetic factor was the desire to create an illusion such as changing the size or proportion of the area, altering the quality of light in the area, or to hide some unattractive feature. Most important practical factors were cost, the quality of light produced, and the function that the lamp would serve. Least important to the consumer in the area of practical values were ease of operation and the ease of replacing a damaged part. Personal values such as purchasing a lamp seen elsewhere and liked or advice from people or printed matter were of least importance to the respondents in the study; however, when questioned as to what factors influenced their choice, one-fifth revealed that both of these personal factors influenced them to buy. Most respondents indicated that when the actual purchase was made first considerations were style, size, and anticipated personal satisfaction.

When selected factors such as income level, age, and education completed were compared to dominant values it was found that the younger age group, 25 years and under, held practical values as dominant;

esthetic values were most important to the other age groups. This substantiates the idea that younger consumers feel an urgency to prove themselves and are especially cautious in the practical aspects of the first household purchases while older consumers have met this need and so fulfill the need of expressing esthetic values. Over one-half of the respondents having an income under \$7500 and three-fourths of the higher income group (\$7500 and over) held esthetic values as predominant. Slightly over one-half of the respondents having completed education beyond high school held practical values as predominant; over three-quarters of those with less education believed that esthetic values were most important.

Forty-two of the respondents had actively planned to purchase a portable lamp before they made the actual purchase and at least two-thirds had a preconceived idea as to what they wanted the lamp to look like. Nearly one-half of the respondents had actively planned to buy for months prior to the purchase. Stores accounted for over two-thirds of respondent pre-purchase shopping. Trading-stamp catalogues and newspapers were also used by many. A majority of those who did comparative shopping did so in from three to five stores.

Family members, parents, and other relatives were a dominant source of advice or information for one-half of the respondents and their influence ranged from little to much. Teachers or extension workers had no evident influence. Most purchase decisions were made by either the female or the husband and wife jointly. The female made the actual purchase in forty-one of the cases.

When deliberation was compared to income level, age, and education completed it was found that with these particular subjects those with the more advanced educational background evidenced more deliberation. An equal proportion of respondents making high deliberation scores (four and five) were in the under \$7500 and \$7500 and over income brackets. Younger respondents indicated high levels of deliberation. When deliberation was compared to dominant values it was found that approximately sixty percent of the high deliberators held esthetic values as predominant.

Over two-thirds of the respondents found their lamp either almost immediately or from a few hours to a few weeks after starting to shop for it. The remainder took several months to more than a year to find the item. More time was spent in shopping for the higher priced lamps (forty-one to one-hundred dollars) than for those which were less expensive.

The primary reason for time of purchase was need although time and place utility was also important. Sales were not a major reason for purchasing, yet those who purchased the lamp on a sale stated that the sale was a motivating factor.

Respondents generally lacked knowledge of such practical lamp features as a diffuser, reflector, or seal of approval indicating quality or safety. Respondents were more familiar with esthetic features of the lamp than with practical aspects. Only a few did not know the approximate height of the lamp, kind or amount of decorative ornament, or color.

Reasons for purchasing the lamp were predominantly practical. When queried as to the most important feature and favorite feature esthetic values emerged as dominant.

Forty-three of the respondents indicated that they were completely satisfied with their purchase. This was unexpected for often throughout the interview respondents would indicate dissatisfaction with various aspects of their purchase, yet when asked the amount of satisfaction they responded positively in most cases; ninety-two percent said they would purchase the same lamp again.

Although literature supports the fact that lamp manufacturers are not meeting the needs of quality light output, forty-six of the respondents subjectively rated the quality of light produced by their lamp as either excellent or good; only four percent were dissatisfied with the construction quality of the lamp.

Over one-half of the respondents indicated that the market did not meet their particular requirements in the area of portable lamp selection. Many felt that design choice was limited and that lamps were too large or inexpensively ornamented. Only a few stated that practical reasons motivated their dissatisfaction.

Recommendations

Findings of this study point out the need for more extensive research in meeting consumer needs in portable lamps. Only a small number of respondents were studied and for the most part they were relatively homogeneous. More significant findings may be revealed with

a larger and less unified group. It is recommended that personal values be more closely focused upon. Further investigation of literature may yield stronger personal value areas than those which this researcher incorporated in the study. The relative strength of the value areas used is not known. More extensive testing would be helpful in establishing validity. With further study satisfaction can be analyzed in greater depth. The findings of this study revealed that when respondents were queried as to the amount of satisfaction with the product (on a six-point scale) almost all were completely satisfied; however, throughout the interview in many instances the researcher noted lack of complete satisfaction. This would indicate the need for a better satisfaction determinant. Data collected did not distinguish deliberation and decisiveness; further research is needed to distinguish the two.

The findings of this study indicate a need for better education in quality of lighting. Over one-half of those interviewed felt that the quality of light produced was excellent and over one-third rated it as good. This finding is in conflict with lighting research which has indicated that lighting products are not meeting the needs of adequate light output. Lack of knowledge of safety considerations and of basic functional lamp parts would also indicate the need for more education in what constitutes a good lamp product. Since there has been a lack of education in the area of adequate lighting and exactly what constitutes a good lamp product it is not surprising that the consumer's

first considerations in purchasing would be esthetic such as style or color. Educators should attempt to make adequate lighting a more vital part of science courses, home economics courses, and other environmental studies. The basic principles of good lighting should be presented at an early age on the elementary level, for one uses artificial light from birth until death. Lighting education is often not available even on the higher educational levels of home economics or science courses. This is vital information that each individual should know, not solely those who might take a special lighting course for career training.

Manufacturers should begin to meet the needs of consumers by producing lamps which are functional as well as decorative. Presently much emphasis is put on design, and faddish design especially in the less expensive products. Designers need to realize the importance of good design even in inexpensive objects. Good design focuses on functional aspects as well as those which are purely ornamental.

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APPENDIXES

APPENDIX A

INTERVIEW SCHEDULE

All information given during this interview will be kept confidential.
All interview forms will be kept anonymous.

I

1. Marital status:

- _____ (1) Single
_____ (2) Married

2. Your occupation:

- _____ (1) Full-time
_____ (2) Part-time

Husband's occupation:

- _____ (1) Full-time
_____ (2) Part-time

II

Choose one of the statements in each group which you believe is more important when deciding on the purchase of a lamp.

3. _____ (1) Practicality is more important than beauty.
_____ (2) Beauty is more important than practicality.
4. _____ (1) Personal reasons, such as what you are accustomed to or what friends advise, are more important than practical reasons.
_____ (2) Practicality is more important than personal reasons.
5. _____ (1) Personal reasons are more important than beauty.
_____ (2) Beauty is more important than personal reasons.

III

Tell me whether you agree or disagree with these statements.

AGREE

DISAGREE

- _____ (6) An attractive, economical lamp is a better choice than one which is more attractive but also more expensive.
- _____ (7) A lamp which expresses your personality should be obtained even if it costs more than you expect to pay.
- _____ (8) The external beauty of a lamp is as important as the sentiment attached to it.

AGREE DISAGREE

- _____ (9) The appearance of a lamp should be given more consideration than ease of operation.
- _____ (10) A lamp which expresses your personality is preferable to one which ties in with your decorating scheme but lacks the former quality.
- _____ (11) The quality of light produced is less important than the appearance of the lamp.
- _____ (12) A quality seal of approval as UL (Underwriters Laboratories) or BLBS (Better Light Better Sight) would be more indicative of a good lamp purchase than would the advice of salesmen, decorators, or professional people.
- _____ (13) A lamp which is similar to one found in your parent's home or the home of close friends is a better choice than one which is completely different in design from anything you have seen or owned in the past.
- _____ (14) The practicality of a lamp determines its worth to a greater extent than the individuality which the lamp possesses.

IV

Answer the following questions in relation to the last lamp purchased.

- (15) Approximately how long ago did you purchase the item? _____
- (16) Approximately how long did it take to find the portable lamp of your choice once you began to shop for it? _____
- (17) How long had you actively planned on buying a portable lamp prior to the actual purchase?
- _____ (1) years
- _____ (2) months
- _____ (3) weeks
- _____ (4) days
- _____ (5) not at all
- (18) The lamp was: _____ (1) new _____ (2) used
- (19) Approximately how much did the lamp cost? \$ _____
- (20) In what type store was the lamp purchased?
- | | |
|---------------------------------------|--------------------------------|
| _____ (1) department store | _____ (6) mail order |
| _____ (2) appliance and electric shop | _____ (7) trading stamp outlet |
| _____ (3) gift shop | _____ (8) second-hand store |
| _____ (4) specialty shop | _____ (9) other (specify) |
| _____ (5) furniture store | |

(21) What type of lamp did you purchase?

- | | |
|------------------|-----------------------------|
| _____ (1) floor | _____ (5) clamp-on bed type |
| _____ (2) table | _____ (6) novelty |
| _____ (3) desk | _____ (7) other (specify) |
| _____ (4) tensor | |

(22) Describe the lamp:

KNOW

DON'T KNOW

Approximate height

Shape

Color

Decorative ornament

Reflector

Standard or mogul size bulb

Single or 3-way switch

UL or BLBS seal

Diffuser

Material of base

Material in shade

(23) What made you decide to buy a new portable lamp?

_____ (1) replace an old one

_____ (2) need an additional one

(24) Did you have a preconceived idea as to what you wanted the lamp to look like before you went to purchase it?

_____ (1) yes

_____ (2) no

(25) For what specific purpose was the lamp purchased?

(26) What did you consider to be the most important feature in your selection?

(27) Sources of information or advice:

(28) Extent of influence

Little Moderate Much

_____ (1) family members

_____ (2) parents or other relatives

_____ (3) sales personnel

_____ (4) an interior decorator

_____ (5) teacher or extension worker

_____ (6) friends

_____ (7) magazines and other printed materials

_____ (8) other (specify)

(29) Who made the decision to purchase a portable lamp?

_____ (1) wife

_____ (3) both

_____ (2) husband

_____ (4) other (specify)

- (30) Who actually bought the lamp which was purchased?
- (31) What caused you to buy when you did?
- (32) What was there about the lamp that you liked best?
- (33) Does the lamp have a secondary function, as for example, a combination planter-lamp type of lamp base? _____yes _____no
What is it?
- (34) How would you describe the satisfaction received from your most recently purchased lamp?
 _____(1) completely satisfied
 _____(2) moderately satisfied
 _____(3) slightly satisfied
 _____(4) completely dissatisfied
 _____(5) moderately dissatisfied
 _____(6) slightly dissatisfied
- (35) (Ask if answer to #34 was 2-6) If you are not completely satisfied, why were you not completely satisfied?
- (36) Would you buy the same lamp again if you had the opportunity? _____
Why?
- (37) How would you rate your lamp? Excellent Good Fair Poor
 Quality of light produced _____
 Construction of lamp _____
- (38) Do you, as a consumer, feel that you were able to find many portable lamps on the market which met your personal requirements?
 _____ Explain:
- (39) Did you look for the item in advertisements or stores before purchasing? _____ If so, where?
 _____(1) newspapers
 _____(2) magazines
 _____(3) mail-order catalogues
 _____(4) trading-stamp catalogues
 _____(5) retailers' lamp catalogues
 _____(6) reports of testing agencies
 _____(7) stores
 _____(8) other (specify)
- (40) Did you compare prices, styles, or types among stores?
 _____(1) Yes _____(2) no How many _____

V

Cards will be used for the rank ordering of the following factors.

Price of a lamp

Ease of maintenance, durability, and efficiency of operation

Quality of construction and of light produced

Color, shape, form, or style of lamp

Effects lamp creates within a room or change the room appearance

Mood, theme, or motif lamp helps to establish

Familiarity with lamp, repeated in own home or seen elsewhere

Advice of others

(41) Did any of the following factors influence your choice? (Rank order only the first three and the last three choices using the numbers one through six).

Influenced Choice	Found in Purchased Lamp	Projected Rank Order
		(1) easy to clean and care for
		(2) durable
		(3) sturdy and not easily damaged
		(4) parts easily replaced if damaged
		(5) versatile
		(6) easy to operate
		(7) safe
		(8) function lamp will serve
		(9) quality of product
		(10) quality of light produced
		(11) cost
		(12) style
		(13) color
		(14) shape
		(15) size
		(16) was like one seen elsewhere and liked

Influenced Choice	Found in Purchased Lamp	Projected Rank Order
		(17) advice from people or printed material
		(18) personal satisfaction anticipated
		(19) the desire to create a harmony of color or line in the room, emphasize or add interest, to achieve better balance and proportion, or to unify the room with a touch of variety.
		(20) the desire to create an illusion such as changing the size or proportion of the area, altering the quality of light in the area, or to hide some unattractive feature
		(21) the desire to create a mood or to carry out a theme or motif within the area

(42) Age of respondent:

- ☐ (1) 25 years and under
☐ (2) 26-35 years
☐ (3) 36-55 years
☐ (4) 56 or over

(43) Highest education you have completed:

- ☐ (1) grade school
☐ (2) high school
☐ (3) trade school
☐ (4) business school
☐ (5) college
☐ (6) graduate school
☐ (7) other (specify)

(44) Approximate annual income before taxes:

- ☐ (1) under \$7500
☐ (2) \$7500 and over

APPENDIX B

Occupation Classification of Respondents and Their Spouse

Occupation	Respondents	Spouses of Respondents
Professional, technical, and kindred workers	13	9
Managers, officials, and proprietors except farm	1	3
Clerical and kindred workers	8	0
Salesworkers	3	1
Craftsmen, foremen, and kindred workers	2	7
Operatives and kindred workers	7	9
Private household workers	1	0
Service workers except private household	0	1
Students	1	3
Homemakers	<u>14</u>	<u>1</u>
Total	50	34

APPENDIX C

Classification of Respondents by Income Level, Age,
and Education Completed (N=50)

Income Level	Respondents
Under \$7500	30
\$7500 and over	20
Age	
25 years and under	27
26-35 years	14
36-55 years	6
56 and over	3
Education Completed	
Grade school	7
High school	14
Beyond high school	29

APPENDIX D

Type of Sales Outlet Utilized for Lamp Purchase (N=50)

Sales Outlet	Number
Furniture store	23
Department store	20
Gift shop	4
Specialty shop	1
Other persons	2
